



## **Week 4 Assignment: Update Personal Wiki**

### **Overview**

Every week during this course you will update your personal wiki. For this course, you will use the personal wiki that you created in EDLD 5306. You will update your wiki once you've completed all of the readings, videos, and discussions associated with each week's lesson.

**Rubric**

Task(s)	Accomplished	Proficient	Needs Improvement	Unacceptable
Extends personal wiki to include knowledge learned about the Week 4 topics.	<ul style="list-style-type: none"> <li>• Proofread carefully (no errors) before posting and followed the rules of netiquette: <a href="http://www.albion.com/netiquette/corerules.html">http://www.albion.com/netiquette/corerules.html</a>.</li> <li>• Wiki update demonstrates excellence in effort, research, and creativity.</li> <li>• Wiki posting reflects an in-depth, substantive 1 or 2 paragraph update.</li> <li>• Student sent the wiki link to the academic coach for review.</li> </ul> <p><b>(maximum 10 pts)</b></p>	<ul style="list-style-type: none"> <li>• 1 or 2 minimal errors.</li> <li>• Wiki update demonstrates effort, research, and creativity.</li> <li>• Wiki posting reflects a minimum of 1 in-depth paragraph.</li> <li>• Student sent the wiki link to the academic coach for review.</li> </ul> <p><b>(maximum 8 pts)</b></p>	<ul style="list-style-type: none"> <li>• Numerous errors.</li> <li>• Little evidence of a wiki update.</li> <li>• Little effort, little research, and/or little creativity.</li> <li>• Wiki posting reflects less than 1 paragraph and content is not aligned with the week's topics.</li> <li>• Student sent the wiki link to the academic coach for review.</li> </ul> <p><b>(maximum 6 pts)</b></p>	<ul style="list-style-type: none"> <li>• Incomplete.</li> <li>• Late with completion.</li> <li>• General failure to follow expectations.</li> </ul>

## Instructions

After completing this week's readings, videos, and discussion, update your personal wiki to include knowledge learned in Week 1.

Once you've updated your personal wiki, submit the information by copying and pasting your post in the box below.

This assignment is due no later than 11:59 p.m. on the seventh day of Week 4 of this course.

<b>Your Wiki's URL</b>	<a href="http://listentothenatives.wikispaces.com/EDLD+5364+Teaching+with+Technology">http://listentothenatives.wikispaces.com/EDLD+5364+Teaching+with+Technology</a>
<b>Time and Date of Your Update</b>	12:30pm 12/10/09
<b>A Copy of Your Wiki Posts</b> (Copy and paste from your wiki)	<p><i>[This post is preceded by a copy of my discussion post]</i></p> <p>This topic is especially near and dear to my heart as a district administrator; with so much emphasis put on accountability and student performance, we must change the way students are being assessed so that we are truly gauging their knowledge of the subject matter and not their test taking skills (or lack thereof). However, there are still some that are concerned we are "coddling" our students by being too accommodating; they would argue that the workplace is not going to accommodate you, life is tough, and school must prepare students for the workplace by being more rigid and stringent, particularly in assessment.</p> <p>I contend that just as we use accommodations in special education with the goal being to improve student learning skills to the point they can be exited from the program, and learn and function independently, our goal should be to teach and assess students in such a manner that we prepare them to become independent learners in whatever means suits their unique learning styles. In a typical job there is little "assessment" as such; other than completing assigned tasks, the boss almost never tells you <i>how</i> to perform a task; that is up to you. This is in contrast to most current classrooms, where we tell students <i>how</i> to learn and assess them <i>all in the same manner</i> just as we did in the industrial age when we needed more "drones" and fewer independent thinkers.</p> <p>In our jobs, we are very goal and task oriented, and how well we perform our tasks <i>is</i> our assessment; we do not take a separate test at the end of each assignment. Classroom assessment must be more closely adapted to this real-world model. One method to accomplish this is by incorporating assessment into the performance of the learning tasks, such as building portfolios of student work, or libraries of appropriate links and social bookmarks in a wiki demonstrating understanding of a subject and the ability to network in new resources during their creation of knowledge. An added benefit of this approach is that it better meets the needs of students with various learning styles and diverse backgrounds as the students are being assessed in an ongoing format including multiple types of assessment such as demonstration of skills, dialoging, and presentation of work.</p> <p>Harvard University has excellent web resources regarding the Teaching for Understanding Framework. Their web page answering the question <a href="#">What is Ongoing Assessment?</a> contains some very relevant real-world examples of this process, examples based in the world of work as I alluded to above. Also refer to the <a href="#">Key Features of Ongoing Assessment</a> for more guidance you can use as a foundation for rubrics including ongoing instruction in your classroom. I particularly like their <a href="#">Teaching with Ongoing Assessment</a> page, which reminds us that assessment is not just performed to gauge student learning, but also as feedback to examine and reshape our curriculum and pedagogy.</p> <p>Other great resources on changing classroom instruction and assessment to be more</p>

	<p>learner-centered can be found on the CAST (Center for Applied Special Technology) UDL (Universal Design for Learning) <a href="#">website</a>, and of particular interest to the topic of ongoing, embedded assessment is their information on <a href="#">The Value of UDL in Assessment</a>.</p> <p>Ultimately, the biggest lesson I learned this week in my Teaching with Technology class is that we must always remember, as one of my fellow students posted on our discussion board, that assessment must be used to <i>evaluate ourselves as teachers</i>, and <i>our teaching methods</i>, just as much as it is used to evaluate student learning. By changing the way we assess our students so that we are truly assessing their knowledge and skills and not just their test-taking ability, we gain a better understanding of how to improve them and how to improve ourselves as well. We must remember that we are <i>all</i> learners, we must learn <i>with</i> our students, and we can build relationships by sharing with them the excitement of creating new knowledge that is self-assessing as the lessons progress.</p>
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